

Pupil Premium Strategy Statement – Weobley High School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2021-2024, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------|
| School name | Weobley High School |
| Number of pupils in school | 532 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | Dec 2021 |
| Date on which it will be reviewed | Sept 2022 |
| Statement authorised by | D. Williams |
| Pupil premium lead | D. Nicholas |
| Governor lead | I.Morison |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 116970 |
| Recovery premium funding allocation this academic year | £ 14210 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £131180 |

Part A: Pupil premium strategy plan

Statement of intent

At Weobley High School we recognise that the key to success, is a whole-school approach to quality first teaching, which sets high expectations for all pupils. We look to implement a wide variety of strategies, at the heart of which is identifying each individual's barriers to learning.

Weobley High School will target spending across 3 main areas.

1) Teaching

To improve the progress and attainment of disadvantaged students by investing in high quality teaching.

2) Targeted academic support

To provide additional support for some pupils focused on their specific needs.

3) Wider approaches

To provide support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges.

Our intent is to enrich the lives of all our pupils, no matter their background or prior attainment. We aim to both raise achievement of all our learners, as well as ensuring that we close the gap between our pupil groups. The provision will support pupils allowing them to achieve the best grades that they can and to help them to develop into well-rounded adults who are capable of contributing positively to the wider community.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | Lower levels of literacy skills that prevent pupils making good progress. This impacts their progress in all subjects. |
| 2 | Lower levels of numeracy skills that prevent pupils making good progress. |
| 3 | Disadvantaged pupils achieve less well than non-disadvantaged pupils when they leave secondary school. |

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| 4 | Lower attendance of some pupils reduces their school hours and affects learning and progress. Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. |
| 5 | Lower aspirations and self-esteem has a detrimental impact on academic progress. |
| 6 | Challenges outside of learning impact upon learning and their life chances. Some pupils have social/emotional barriers, which affect their learning and progress. |
| 7 | Lack of resources/equipment to fully access all parts of the curriculum. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| Improved attainment among disadvantaged pupils across the curriculum. Close the attainment gap at KS3 and KS4. | <p>74% of pupils to achieve a standard pass in English, Maths and Science.</p> <p>20% of pupils to achieve a standard English Baccalaureate pass.</p> <p>To narrow the attainment 8 gap between disadvantaged pupils and their non-disadvantaged peers to below 10 points.</p> |
| <p>To decrease the number of pupils working below expected progress at KS3 and KS4.</p> <p>To increase the numbers of disadvantaged pupils making expected and more than expected progress at KS3 and KS4.</p> | <p>85% of pupils to achieve target grade in each subject area after each grade review.</p> <p>Grade reviews for each subject area to show that the percentage of disadvantaged pupils making expected and more than expected progress is in line with their non-disadvantaged peers.</p> |
| Increases in the reading ages of disadvantaged pupils. | Improved reading ages and comprehension skills amongst disadvantaged pupils showing a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. |
| Improved attendance of our disadvantaged pupils across all year groups. | Improved attendance from 92% to 95% in line with 'other' pupils. |
| Improved aspirations, confidence and self-esteem of disadvantaged pupils. | <p>Decrease in behaviour and pastoral referrals on SIMS.</p> <p>Increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> |

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| | Evidence from observations and discussions with pupils and their families. |
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Extra English Teacher - Creation of extra teaching group in years 9, 10 and 11.</p> <p>To decrease the number of pupils working below expected progress at KS3 and KS4.</p> <p>To increase the numbers of pupils making more than expected progress at KS3 and KS4.</p> | <p>NFER research found that high quality teaching for all and meeting individual learning needs are key building blocks for success.</p> <p>Staff work to identify what might help each pupil make the next steps in their learning.</p> | 1 |
| <p>Extra Science Teacher - Creation of extra teaching group in year 10 and 11.</p> <p>To decrease the number of pupils working below expected progress at KS3 and KS4.</p> <p>To increase the numbers of pupils making more than expected progress at KS3 and KS4.</p> | <p>NFER research found that high quality teaching for all and meeting individual learning needs are key building blocks for success.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 3 |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £52980

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>2 Learning Support Assistants - employed specifically to ensure that the pupils receive appropriate intervention and support specifically in numeracy and literacy.</p> <p>Close the attainment and progress gap at KS3 and KS4.</p> <p>Prepare KS3 pupils for the numeracy and literacy levels required at KS4.</p> | <p>The EEF emphasises the vital role of learning support assistants in ensuring that all pupils are supported to achieve well. They play a vital role in the engine room of school life, offering an important contribution to support pupils and families.</p> <p>EEF Blog: Three crucial questions for schools wanting to support the impact of teaching assistants.</p> | <p>1,2</p> |
| <p>Pupil Premium/Catch Up Subject Champion -To identify and implement a range of suitable strategies at a subject level to improve attainment and achievement across all year groups.</p> <p><i>Close the attainment and progress gap at KS3 and KS4.</i></p> | <p>Our key purpose in the creation of this role was to appoint a group of key designated staff to act as an advocate and champion the needs of our pupils who are eligible for Pupil Premium by working to remove barriers to learning for these pupils through the focused support of their personal and academic development.</p> <p>A Practical Guide to the Pupil Premium, Marc Rowland, 2014, John Catt Educational.</p> <p>Ten-point plan for spending the Pupil Premium successfully, Sir John Dunford, October 2014.</p> <p>Ten-point plan for spending the pupil premium successfully</p> | <p>1-7</p> |
| <p>Service Family Liaison</p> <p>Support for the unique challenges faced by service children and families in our school community - deployment/separation/movement</p> | <p>Research by the Service Children’s Progression Alliance shows that a deep understanding at a strategic level are key to Service children’s outcomes and</p> | <p>5,6</p> |

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| <p>between different areas and countries/isolation of families in new locations.</p> <p>The importance of a smooth transition when moving into or out of the school - focusing on academic/pastoral/SEND needs</p> <p>A key link with the garrison welfare team - joined up approach to supporting families or sharing concerns</p> | <p>well-being. We place a high value on pastoral support recognising the importance of identifying the specific requirements of our Service children.</p> <p>Thriving Lives toolkit – Helping Schools Support Service Children</p> <p>Thriving Lives Toolkit - SCiP Alliance</p> | |
| <p>Timetabled Literacy Support - <i>To target pupils who require additional support across all year groups.</i></p> <p><i>To improve reading, spelling and comprehension.</i></p> | <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment across all subject areas.</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Secondary National Literacy Trust</p> <p>Word Gap - Oxford Children's Language</p> | 1 |
| <p>Lexia Literacy Software. To target pupils who require extra literacy support at KS3.</p> <p>Buddy Reading A programme where a core group of year 10 readers have been trained in reciprocal reading strategies to work with a select group of year 7 students.</p> | <p>An independent evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children.</p> <p>Education Endowment Foundation (2021)</p> <p>Research suggests that the greatest impact on improving reading and comprehension comes from 1-1 reading so our focus it to establish Buddy Readers.</p> | 1 |
| <p>Homework and Study Skills - To provide homework facilities and support to pupils.</p> | <p>There is a strong connection between regularly completing homework and higher accomplishments in subjects such as English, Maths and</p> | 6,7 |

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| <p><i>To provide a safe and secure environment for homework during lunch and after school.</i></p> <p><i>To reduce referrals for non-completion of homework.</i></p> <p><i>To improve their social interaction with their peers.</i></p> | <p>Science. The Department of Education advises that spending time doing homework bring several benefits. Understanding the value of homework can help increase motivation and productivity.</p> <p>This will provide pupils with the extra help they need with their schoolwork that can help them excel in their classes. Some pupils may not have a quiet space for home learning – it is important to consider how home learning can be supported.</p> <p>Homework EEF</p> | |
| <p>Fresh Start - A Fresh Start literacy booster programme for KS3. Staffing and staff training.</p> | <p>Fresh Start is a proven catch-up literacy intervention for pupils at risk of falling behind their peers in early secondary schooling.</p> <p>This will help increase the number of pupils making expected progress in spelling and reading.</p> <p>Fresh Start EEF</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>National Tutoring Programme</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,3 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Learning Inclusion Centre - Support to pupils both emotionally and academically.</p> <ul style="list-style-type: none"> • Decrease in referrals. • Improved attendance. • Improved self-esteem. • Improved ability to manage anger. • Better social interaction. • Decrease in anxiety | <p>Targeted school-based interventions have led to improvements in wellbeing and mental health and improved pupil attainment.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional wellbeing in secondary education</p> | 5,6 |
| <p>Counselling - Improving pupil's mental health and wellbeing.</p> <ul style="list-style-type: none"> • To improve engagement with studying and learning. • To improve attendance. • To increase confidence and self-esteem. • To improve resilience. • To improve emotional well-being. • To reduce anger. • To see positive changes in behaviour. | <p>Research indicates that school-based counselling is perceived by pupils and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention.</p> <p>Counselling in schools: a blueprint for the future - GOV.UK</p> | 5,6 |
| <p>Revision/Study Materials - To purchase KS4 revision guides for disadvantaged pupils</p> | <p>Research shows that poverty influences children's attainment because things like not having enough money to buy what they need, affects young people's identities and ability to engage with school.</p> | 3,7 |

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| <p>To provide quality revision material for disadvantaged pupils.</p> <p>Online Learning Resources for subject areas.</p> | | |
| <p>Lunch time extra curriculum provision - Variety of equipment for lunch time clubs e.g. Games and Lego Club</p> <p>Equipment for Gaming Club.</p> <p>Supporting and encouraging pupil participation in a range of activities and improving their social skills</p> | <p>Research shows that schools are in a position to help pupils access a wider range of opportunities to learn, and to access more new and varied experiences than they would otherwise, and which their wealthier peers are more likely to enjoy in day-to-day life.</p> <p>They are also well placed to stimulate and support children’s ambitions for the future.</p> <p>Extra-Curricular Activities, Soft Skills and Social Mobility</p> <p>Interventions that really work - Gov.Wales</p> | <p>5,7</p> |
| <p>Attendance Support</p> <p>Monitor attendance and help support any pupils below 95%.</p> | <p>There is a clear link between attendance and attainment. When a child attends school on a regular basis, they take an important step towards reaching their full potential.</p> <p>DfE - Improving school attendance: support for schools and local authorities</p> | <p>4</p> |
| <p>Music Tuition - To provide financial support to pupils on free school meals if they study music at Key Stage 4.</p> <p>To encourage pupils to undertake extra-curricular activities, including joining the choir/orchestra and take part in performances to a wide variety of audiences.</p> | <p>Research shows it is important that schools provide opportunities for talented disadvantaged pupils to have the chance to develop their particular abilities. Developing their talents helps to inspire them to have higher expectations of what they can achieve in life.</p> <p>Effective school support for disadvantaged and vulnerable ...</p> | <p>5,7</p> |

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| <p>Cooking and Nutrition - The purchase of ingredients for cooking and nutrition lessons.</p> <p>To make sure pupil premium can take part fully in lessons and are making good progress at KS3 and KS4.</p> | | |
| <p>Breakfast Club Daily breakfast club providing pupils with a free healthy breakfast.</p> <p>To create positive start to the day and to help with any outstanding homework.</p> | <p>Research by the Institute for Fiscal Studies in collaboration with the National Children’s Bureau finds that offering a school breakfast club can improve pupils’ academic attainment.</p> <p>Our own reviews show that it encourages punctuality and attendance.</p> <p>Breakfast clubs work their magic in disadvantaged English ...</p> | 7 |
| <p>Careers Adviser - Increased contact time for year 10 and 11 with the Careers Adviser. To support aspiration and improve motivation and therefore attainment and achievement.</p> <p>To provide a 1:1 careers guidance meeting.</p> <p>To provide 1:1 assistance with college application forms and help with interview preparation.</p> <p>To provide opportunities for college and university taster days.</p> | <p>We want pupils to be inspired and motivated to fulfil their potential. With clear advice and support disadvantaged pupils feel better prepared for career progression. Research shows the importance of ‘widening horizons’, ‘raising aspirations’, ‘opening eyes/minds to opportunities.’</p> <p>Research to understand successful approaches to supporting ...</p> <p>DFE Report on Strategies to raise Aspirations in Pupil Premium students.</p> | 3,5 |

Total budgeted cost: £131180

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupils' academic and wider development outcomes were in general below what was anticipated. The reasons for these outcomes points primarily to Covid-19 impact which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was often most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. GCSE results showed improved progress with 74% of disadvantaged pupils achieving a standard pass in English and 70% in Mathematics. 63% achieved 5+ standard passes.

The impact was mitigated by our resolution to maintain a high quality curriculum during schools closures. All students and classes were enrolled on Google Classroom which became our remote learning platform. Staff delivered a curriculum sequence which allowed access to high-quality online and offline resources and teaching videos, which were linked to the school curriculum expectations. This was also aided by use of online resources such as those provided by Oak National Academy. Pupils followed their current timetable, which also include a daily period of registration/form time to ensure engagement and monitor wellbeing.

Although overall attendance was lower for disadvantaged pupils in 2020/21 (90.62%) compared to their non-disadvantaged peers, it was higher than the national average.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan, providing a flexible, pupil-centred approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
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| How did you spend your service pupil premium allocation last academic year? | <p>Service Family Liaison - Provide appropriate intervention and support to service children.</p> <ul style="list-style-type: none"> • Support for the unique challenges faced by service children and families in our school community - deployment/separation/movement between different areas and countries/isolation of families in new locations • A smooth transition when moving into or out of the school -focusing on academic/pastoral/SEN needs • A link with the garrison welfare team - joined up approach to supporting families or sharing concerns |
| What was the impact of that spending on service pupil premium eligible pupils? | A dedicated member of staff is available to support service pupils. Staff have observed improvements in friendships between service children through trips and experiences. An improved level of support for both pupils and families. |

Further information (optional)

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